

Labor Day - Workers of the Iditarod

Developed by: by Jane Blaile 2008 WFTOTT™ with Mary Gehring, kindergarten teacher at Christ Lutheran School, Phoenix, AZ

Discipline / Subject: social studies

Topic: community, economics

Grade Level: K - 1

Resources / References / Materials Teacher Needs: Iditarod website, pictures of Iditarod workers and volunteers.

Lesson Summary: Students will learn the philosophy behind observing Labor Day and then learn about the workers it takes to plan and run the Iditarod.

Standards Addressed:

Alaska state standards:

government and citizenship G A student should understand the impact of economic choices and participate effectively in the local, state, national, and global economies. A student should understand how jobs are created and understand their role in the community.

Arizona state standards:

SSK-S5-C1-PO1 Discuss different types of jobs that people do.

SS1-S4-C4-PO3 Describe how people earn a living in a community and the places they work.

Learning objectives:

The students will:

- identify jobs in their community (knowledge)
- identify volunteer opportunities in their community (knowledge)
- describe jobs and volunteer positions of the Iditarod Trail Sled Dog Race (knowledge)

Assessment:

Have students choose a picture and tell about the job the person is doing.

Procedural Activities:

Day 1

1. Teach students the meaning of a "job". A job is work that someone gets paid to do. Have the students go home and ask their parents what their jobs are, or what the jobs of other people in their family are. Ask parents to point out and name jobs that people do while they are out with their children going to their everyday places.
2. Teach students the meaning of "volunteer". Volunteer work is work that someone does out of desire to help others, but doesn't get paid for it. Name school or other volunteers.

Day 2

1. Ask the students to name jobs they have learned that people have.
2. Write answers on chart paper.
3. Give examples of jobs people volunteer for and ask the students if they can think of other examples.
4. Explain why we observe the Labor Day holiday; even students get a day off to rest from their school work.
5. Show pictures of people doing jobs related to the Iditarod. Name the jobs and tell them if it is volunteer or paid work. Put the job names on the chart paper with the others.
6. Explain the jobs and have the students retell that to you.
7. Have the students draw a picture from a set, try to name the job, and say if it is a paid or volunteer job.

Materials Students Need: none

Technology Utilized to Enhance Learning: show students pictures from www.iditarod.com

Other Information:

There are thousands of people doing jobs related to the Iditarod. Many of them can be related to daily jobs, some are Iditarod specific.

mushers, trailbreakers, handlers, Iditarod executive director, bush pilots, checkpoint checkers, checkpoint food preparers, freight haulers, trail veterinarians, doctors, communications people, website master, radio announcers, film crew, advertising people, news reporters, television personalities, weather forecasters, race marshall, etc.

Modifications for Special Learners/ Enrichment Opportunities:

- Have students differentiate between paid and volunteer positions. (comprehension)
- Encourage older students do volunteer work in their school or community.
- Compare/contrast the jobs of the Iditarod to actual daily jobs. (analyze) For example, veterinarians in the Iditarod are volunteers, but being a veterinarian is an actual job. Are there any professional mushers in your community? Would a public relations director for the Iditarod do the same tasks a public relations director of another company would do?
- Invite students to name an Iditarod job they would like to have or do and to tell why.